



**LINKS
LEARNING THROUGH INNOVATION AND NETWORKING IN
STEM
FINAL CONFERENCE
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Cross-Cutting Issue 06

Building Comprehensive Partnerships and Alliances for Sustained CPD

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Why networks, alliances and partnerships?

Education systems are becoming increasingly complex in the context of **globalization and digitization** on the one side, and **decentralization and school autonomy** on the other.

Mediating structures like networks/alliances/partnerships **connect various stakeholders** within and between different levels of the educational system.

They are means for actors engaging in education issues- such as policy makers, school education leaders, researchers, CPD providers and a wider range of stakeholders for CPD- and school development.

Networks are **intermediate structures** - fairly new agents that bolster school autonomy within a field of multiple educational actors by traversing conventional hierarchies.

=> **Solving educational problems in collaborative, innovative and flexible ways.**

Main goal with this booklet:

- to establish when and how best to harness the potential of networks within different educational contexts.
- to draw upon examples of our own experiences within CPD networks

Concerns addressed:

- How did/ do we meet difficulties in our network activities?
- What are possible next steps?

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Creating sustained CPD networks

In complex school education systems, networks are a stimulatory approach to the

- Support of horizontal decision-making
- Complex problem solving
- Revitalization of intervention/research approaches in schools
- Creation of synergies between stakeholders
- Enhancement of the professional development of teachers
- Support of capacity building in schools
- Mediation between different levels of the school system
- Despite our challenges, networks have the potential to co-create more sustained and comprehensive futures.

Shifting Paradigms: What is next?

- Shared European experience, albeit different contexts of STEM CPD networks: Shared visions, differing founding ideas, varying support from national educational policies (ministries, local educational authorities) => examples in chapter four
- Challenges: common European trends and national/regional specifics
- Intermediaries one of the major strategies in the wake of the paradigmatic shift in the 1990ies: balancing top-down and bottom up educational needs, strategies and requirements.
- Now, in some countries there seems to be a shift in the strategy of policy makers, how to react on that as STEM CPD networks?